

Penn Cambria Curriculum

Course Name	High School Literacy (H)
Length of Course	1 period per day for 1 semester (1 credit)
Grade Level	9 (others as appropriate)
Prerequisites	Students who have not demonstrated proficiency on the PSSA and/or a comparable benchmark / diagnostic assessments (ex: GRADE, CDT's) are scheduled into this course.
Course Description	This course is designed to provide the student with the literacy skills necessary to succeed in high school and to be sure students possess necessary skills for success after high school in career or college. This course is designed to reinforce major critical reading skills using direct instruction reading strategies and focusing on non-fiction reading in content areas such as science, social studies and technical areas. In addition, students will participate in literacy activities including communication, technology, writing and information literacy. While this course is open to all underclassman, ninth grade students who have not demonstrated reading proficiency on state assessments will be scheduled into this course.
Units of Study	Content Area Comprehension Strategies Vocabulary Strategies and Word Study Fluency Reading Literature Diverse Writing Communication Skills ** Note: Units are ongoing and integrated, not sequential.
Materials	Program and Text: SRA <u>Read to Achieve</u> c2010 Supplemental Materials: Library materials, various fiction and nonfiction passages, primary source documents, articles from magazines and newspapers

Unit: Content Area Comprehension Strategies

Estimated Time: 5-7 weeks (ongoing and integrated)

Curricular Objectives:

Students will be able to:

- Demonstrate the use of pre-reading strategies such as identifying topic, establishing a purpose for reading and activating prior knowledge.
- Identify various structures of non-fiction text in order to increase comprehension.
 - Identify main idea and supporting details.
 - Identify cause and effect.
 - Order or sequence the events or ideas in a passage.
 - Compare and contrast both within a passage and between passages.
- Use the SQ3R Strategy to increase comprehension (Survey, Question, Read, Reflect, Review).
- Use effective note taking strategies to summarize passages.

- Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions
- Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media

Assessments/ Measurement of Objectives:

- Completion of text-based reading activities
- Oral responses
- Objective quizzes/tests
- Written responses

Suggested Methods of Instruction / Learning Activities:

- Use of direct instruction classroom strategies (explicit instruction, pacing, routine, group and individual response, corrections, firming).
- Student and teacher use of graphic organizers and charts
- Gradual Release of Responsibility for new skills (Modeling, guided practice, and then independent practice)
- Newspapers, magazines and other article readings
- Reading authentic print and online materials (classifieds, manuals, directions, etc)
- Local history readings

Unit: Vocabulary Strategies and Word Study

Estimated Time: 1-3 weeks (ongoing and integrated)

Curricular Objectives:

Students will be able to:

- Demonstrate the use of decoding strategies for multi-part words (including roots, prefixes and suffixes).
- Demonstrate the use of context clue strategies to identify the meaning of new words.
- Demonstrate the ability to use various sources and strategies to identify and clarify the meaning of new words.
- Use Latin and Greek roots to help determine meaning of words.

Assessments/ Measurement of Objectives:

- Completion of text-based reading activities
- Oral responses
- Objective quizzes/tests
- Written responses

Suggested Methods of Instruction / Learning Activities:

- Use of direct instruction classroom strategies (explicit instruction, pacing, routine, group and individual response, corrections, firming).
- Student and teacher use of graphic organizers and charts
- Daily Word Wall activities
- Gradual Release of Responsibility for new skills (Modeling, guided practice, and then independent practice)
- Marzano vocabulary strategies

Unit: Fluency

Estimated Time: 1 week (ongoing and integrated)

Curricular Objectives:

Students will be able to:

- Demonstrate fluency by reading orally from grade level text.

Assessments/ Measurement of Objectives:

- Timed oral readings to measure fluency

Suggested Methods of Instruction / Learning Activities:

- Oral and silent reading

Unit: Reading Literature

Estimated Time: 2-4 weeks (ongoing)

Curricular Objectives:

Students will be able to:

- Provide text-based evidence to substantiate responses during analysis of literature.
- Analyze the development of plot, character and other story elements.
- Evaluate how words and phrases are used to shape meaning and tone.

Assessments/ Measurement of Objectives:

- Completion of text-based reading activities/projects based on objectives
- Oral responses
- Objective quizzes and tests
- Written responses

Suggested Methods of Instruction / Learning Activities:

- Teacher Read-Aloud (for challenging text)
- Free choice reading selections (book talks)
- Small and large group text based discussions
- Text dependent activities
- Writing to Learn activities
- Use of Before, During and After reading strategies

Unit: Diverse Writing

Estimated Time: 2-3 weeks

Curricular Objectives:

Students will be able to:

- Choose an appropriate writing style to fit a given audience and purpose.
- Write routinely for a range of audiences, purposes and tasks.
- Write to explain or inform clearly and accurately.
- Write arguments to support claims.
- Write narratives to develop real or imagined experiences or events.
- Complete short research projects to answer a question or solve a problem.

Assessments/ Measurement of Objectives:

- Diverse short and extended writing activities
- Research activities

Suggested Methods of Instruction / Learning Activities:

- iSearch process
- Collins Types 1, 2 and 3 writings
- Development and sharing of writing by using blog, wiki or other technology format
- RAFT activities

Unit: Communication

Estimated Time: 2-3 weeks

Curricular Objectives:

Students will be able to:

- Actively participate in discussions of text meaning.
- Demonstrate the ability to appropriately participate in both formal and informal discussions about a variety of topics.
- Adapt speech to a variety of contexts and tasks.
- Demonstrate turn-taking, collaboration and listening skills.
- Integrate multiple sources of information and evaluate the credibility and accuracy of each source
- Give a short presentation (small or large group) using digital media.

Assessments/ Measurement of Objectives:

- Discussion and speaking activities based on above objectives (rubric used for scoring)

Suggested Methods of Instruction / Learning Activities:

- Pair/Share
- Speaker card activities
- Short formal speaking
- Literature circle activities
- Use of various “discussion protocol” techniques

PA Common Core Standards Alignment (Draft April 20, 2012):

Reading Informational Text

- CC.1.2.9-10.A – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC.1.2.9-10.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
- CC.1.2.9-10.C – Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- CC.1.2.9-10.D – Determine an author’s particular point of view and analyze how rhetoric advances the point of view.
- CC.1.2.9-10.E – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- CC.1.2.9-10.F – Analyze how words and phrases shape meaning and tone in texts.
- CC.1.2.9-10.J – Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.9-10.K – Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.2.9-10.L – Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Reading Literature

- CC.1.3.9-10.A – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC.1.3.9-10.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
- CC.1.3.9-10.C – Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CC.1.3.9-10.E – Analyze how author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.
- CC.1.3.9-10.F – Analyze how words and phrases shape meaning and tone in texts.
- CC.1.3.9-10.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.9-10.J – Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
- CC.1.3.9-10.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing

- CC.1.4.9-10.A – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- CC.1.4.9-10.G – Write arguments to support claims in an analysis of substantive topics.

- CC.1.4.9-10.M - Write narratives to develop real or imagined experiences or events.
- CC.1.4.9-10.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- CC.1.4.9-10.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what most significant for a specific purpose and audience.
- CC.1.4.9-10.V - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.1.4.9-10.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening

- CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.1.5.9-10.D - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- CC.1.5.9-10.E - Adapt speech to a variety of contexts and tasks.
- CC.1.5.9-10.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- CC.1.5.9-10.G - Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.